Paul Green

Week 2: Assignment 4: Thematic Unit Rationale

Based on the concepts/ideas from Chapters 1 and 2 in the *Doing History* textbook discuss how your thematic unit will realize the following as discussed in these chapters:

The unit(s) on Segregation. will realize the following, as discussed in the *Doing History* textbook:

* Interpretive – Students will be comparing sources and reading on historic events regarding segregation. Finding out the significance of events, and the reliability of source data used. Students will also determine other possible outcomes to these situations, in analyzing various sources.

* Emphasis on narratives – The use of Narratives to tell the story of various people, and situations will be sourced out. Segregation is just a theme in history that is not limited by a chronological time line. Through primary sources students will be able to relay accounts of segregation through the perspectives of people, their cultures and how it effected them as well as how Governments that perpetuated the system of segregation.
* Not just about Politics – the unit will use primary sources from multiple sources that cover various accounts and perspectives, of segregation impacting the socio-economic conditions of people of color, poor, and women. It will also cover the political aspects of how a society relied on a system of segregation as a means of control and power over others.
* Purposeful – The unit has a purpose by providing students an opportunity to study and report on the various aspects of segregation and how it creates inequality amongst members in society. It also is purposeful because the project will depict stories about the past, and present. This develops a deeper understanding of self as well as others.
* In-Depth Learning – Students will gain in-depth learning by reflecting on the significance of segregation, and issues surrounding it by studying court cases, historic events, and people subjected to segregation. Students being engaged in studying such a topic helps them understand the way people throughout time have dealt with segregation, as well as fought against it.

* Disciplined Inquiry – Students will work in groups, as well as individually. Group activities foster the learning process by learning from peers, and their research as well as from their own. Also, through seeking answers to meaningful questions helps in-depth study and understanding, finding information and drawing conclusions. Sharing results and their findings, as well as reflecting on various events, helps them develop answers, or fuel further questions.
* Teacher Scaffolding – The unit will require extensive modeling and structure in organizing the various stages so students are confident in completing the objective. From basic background information on segregation to researching techniques, and how to source documents, to utilizing software in constructing a “Newspaper”, and putting it all together. Lessons will be geared around different aspects and stages, for students to feel successful, as well as time for them to practice utilizing such skills during mini lessons. During these mini-lessons and practice, teachers scaffold, helping students make connection on what they will be doing, so they can build the confidence to work independently or in groups. Students will also be able to have appropriate time to work on their actual projects independently in class, so assistance is available. Teacher through reviewing class work on mini-lessons, can provide scaffolding, showing how they can apply such techniques toward their project.
* Constructive Assessment – Throughout the units the students will receive feedback and assessment from the teacher as well as from other classmates. A rubric will be provided early on, so students know the parameters of what they will be graded on.